

**Update on the Progress to Address Stipulations by
California State University Sacramento
February 2013**

Overview of this Report

This agenda item presents a report on the progress of California State University Sacramento (CSUS) in addressing the stipulations placed upon the institution by the COA in February 2012 and recommends the removal of two of the three stipulations.

Background

In November 2011, a site visit team recommended that the COA grant **Accreditation with Stipulations** to CSUS based on the findings from the accreditation site visit. <http://www.ctc.ca.gov/educator-prep/coa-agendas/2012-02/2012-02-item-18.pdf>.

In February 2012, the COA placed three stipulations upon CSU Sacramento, based on issues with Common Standards 1, 2 and 6. The letter stating COA action is available at the following link: https://info.ctc.ca.gov/fmi/xsl/cnt/CSUS%202012.pdf?-db=PSD_Program_Sponsors_DB&-lay=web_Accreditation_Reports&-recid=22&-field=COA_Letter

This report provides an update on the progress the institution has made on those stipulations and staff and team lead recommendations regarding each stipulation based on monthly dialogues, a brief update meeting, and submission of documentation of progress by the institution.

Stipulations from the 2011 Accreditation Visit and Staff Recommendations

Stipulations from the 2011 Visit	Staff/Team Lead Recommendation
1. That the California State University, Sacramento education unit provide evidence that leadership supports a clear research-based vision for all education preparation programs and fosters cohesive management, including clear communication and lines of authority and responsibility.	Removal of Stipulation
2. That the education unit develop and implement a unit-wide assessment system and apply that system across unit programs; the system should include data collection related to unit vision goals and systematic use of that data for evaluation of candidate performance and unit operations.	Retain Stipulation
3. That the education unit ensure that program advising tracks candidates' progress to ensure that subject matter competency and basic literacy are met prior to assuming whole-class instructional responsibilities in student teaching.	Removal of Stipulation

Additional information on each of these recommendations is provided below.

Stipulation 1. (excerpt from the 2011 team report)

Common Standard 1: Met with Concerns

The team found that there is evidence that the two colleges which make up the CSUS educator preparation unit collaborate on issues related to educator preparation; however, their conceptual framework and research-based vision are not inclusive of all programs or across both colleges. This is evident in the TEACHing for Change model, as previously discussed. Although it is clearly evident that this model guides the basic teacher preparation programs, it is underdeveloped with respect to advanced and service programs. Currently, there is agreement within individual programs on program specific research-based principles but not across the unit. The vision as currently developed also does not provide direction for some individual credential program components related to courses and teaching and broader issues in scholarship, service, and unit accountability. The programs have recently engaged in strategic planning to reorganize the delivery of specific programs and implement additional collaborative activities within and between colleges. This work will provide greater support and direction for all programs and for the collective vision of the unit. The unit should develop institutional procedures to ensure programs have support and guidance to meet all reporting requirements and submission of documents.

Stipulation 1. That the California State University, Sacramento education unit provide evidence that leadership supports a clear research-based vision for all education preparation programs and fosters cohesive management, including clear communication and lines of authority and responsibility.

2012 Update - Progress in Addressing Stipulation 1:

At the site visit, it was apparent that the unit was working towards developing a conceptual framework and research-based vision—TEACHing for Change—that was inclusive of all programs across both colleges. Soon after the site visit, intense work began to make this framework clearer and more accessible. The associate deans from the two colleges began meeting on a regular basis to discuss strategies for creating an on-going and sustained collaboration between the credential programs in the unit, and, therefore, between the two colleges. They developed a system to:

- 1) Ensure that all programs were clearly able to articulate the manner in which the TEACHing for Change conceptual framework guides the curriculum and objectives of all programs; and
- 2) Build upon institutional structures and protocols to support programs toward the goal of meeting all reporting requirements and program assessments and other required document submissions.

A standing committee called the Credential Unit Advisory Group was established which consists of one representative from each credential program to:

- 1) Examine the most recent biennial reports and feedback from CTC in order to determine how each program will now be expected to address the TEACHing for Change model in their biennial reports;
- 2) Examine the TEACHing for Change Conceptual Framework and develop a template for programs to use to outline components of their program that address the five primary areas of the TEACH model as a guide for assessing program qualities across all programs in the unit; and
- 3) Discuss institutional methods for integrating assessment activities and reporting activities for the unit into already existing structures. For example, they discussed using the current university-level curriculum approval system to identify changes within courses and programs in the unit, and examine these changes through the lens of program standards, common standards, and the assessment data that instigated the curricular changes. Submission of this request for changes will also alert the College of Education Associate Dean's office to ensure that program and unit documentation are continually updated in response to such changes. This documentation is housed in a comprehensive website maintained by the Dean's office.

Evidence was presented that this Advisory Group have been actively engaged in carrying out the above activities.

Rationale for Staff and Team Lead Recommendation to Remove Stipulation

Based on the evidence reviewed, staff and the team lead believe that CSUS has made significant progress toward addressing Stipulation 1.

Stipulation 2. (excerpt from the 2011 team report)

Common Standard 2: Not Met

The team found that the systematic collection, analysis, and use of data for the unit are still in the discussion stages. Interviews with major stakeholders indicate that they recognize the need for and importance of collecting and analyzing data to inform unit and program decisions, but a unit system has yet to be designed and utilized. While data are being collected in the programs, there is a need for all programs to close the assessment loop and use the data for program enhancement. The unit has a plan to hire an expert charged with developing a comprehensive assessment plan but has yet to provide that type of leadership for the unit.

Stipulation 2. That the education unit develop and implement a unit-wide assessment system and apply that system across unit programs; the system should include data collection related to unit vision goals and systematic use of that data for evaluation of candidate performance and unit operations.

2012 Update - Progress in Addressing Stipulation 2:

The institution's approach to developing a comprehensive unit assessment has been primarily centered around three areas:

- 1) Supporting programs in the systematic collection of assessment data, and in planning, developing, and writing reports along a common timeline;

- 2) Working as a unit to identify common data points that could be aggregated to indicate unit performance; and
- 3) Developing an infrastructure of technological and database management support in order to create a centralized data portal for all credential programs in the unit.

Rationale for Staff and Team Lead Recommendation to Retain Stipulation

The bulk of the work in addressing Stipulation 2 has been done; however, the institution has not had adequate time to collect, analyze or use the data. CSUS leaders believe they can provide the COA with enough evidence that the system is in place and working well by the next COA meeting in June.

Stipulation 3. (excerpt from the 2011 team report)

Common Standard 3: Met with Concerns

The team found that the unit's advising and credentialing office does an admirable job monitoring student progress in the basic credential and educational specialist programs and providing faculty with updated information about candidates. There were no issues observed or reported regarding the institution's other programs. The issue of concern that emerged from reviewing documents and interviewing candidates, faculty, and staff is the evidence of a misinterpretation of the requirements for allowing candidates to take on teaching responsibilities in student teaching. According to Standard 14 for the multiple/single basic credential programs and the Preconditions for the educational specialist programs, candidates taking on the responsibilities of "whole class" instruction must have demonstrated subject matter competence. Additionally, the basic credential candidates must also have met the basic skills requirement (CBEST). Currently, some basic credential candidates and education specialist credential candidates, who have not met the above requirements, have been allowed to assume whole class responsibilities in the student teaching experience.

Stipulation 3. That the education unit ensure that program advising tracks candidates' progress to ensure that subject matter competency and basic literacy are met prior to assuming whole-class instructional responsibilities in student teaching.

2012 Update - Progress in Addressing Stipulation 3:

The institution has successfully revised their regular and bilingual Multiple and Single Subjects Teaching credential programs, integrating the strengths of the programs from both of the departments that previously offered them independently. In this new model, students do not engage in formal "student teaching" during their first semester, but instead engage in "co-teaching" in a course entitled "Fieldwork in Elementary (or Secondary) Education." In the second semester, students formally enter their student teaching, for which the course pre-requisite (enforced at registration) is the completion of subject matter competence and basic skills. Student handbooks advise on the difference in approaches (Co-teaching vs. solo teaching) between the two semesters and faculty, staff, and the program advisors take extensive measures to ensure that students are advised to complete these requirements early, and place holds on their registration prior to the second semester if they have still not completed these requirements. The MS and SS credential program faculty, staff, and advisors ensure that candidates do not engage in independent student teaching prior to successfully meeting both Subject Matter Competence

and Basic Skills (CBEST) by following a precise series of steps that have multiple means by which all are informed and aware of the expectations and procedures to follow to ensure all candidates are prepared and successful.

Rationale for Staff and Team Lead Recommendation to Remove Stipulation

In reviewing the described procedures and supplemental documentation provided by the institution, staff and the team lead feel confident that the institution has an effective system in place to ensure candidates are prepared prior to full-time student teaching opportunities.

Next Steps

Depending on the decisions of the Committee on Accreditation, staff will return in June with further information and recommendations about removal of all stipulations and an accreditation recommendation for California State University, Sacramento.